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Spring 2018

## COHE 6130 - A:Research Methods in Health Science

Stacy W. Smallwood

Georgia Southern University, Jiann-Ping Hsu College of Public Health, [ssmallwood@georgiasouthern.edu](mailto:ssmallwood@georgiasouthern.edu)

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**Georgia Southern University**  
**Jiann-Ping Hsu College of Public Health**

COHE 6130- A: Research Methods in Health Science  
Spring 2018

<b><u>Instructors:</u></b>	Stacy W. Smallwood, PhD, MPH
<b><u>Offices:</u></b>	Hendricks 2039
<b><u>Phones:</u></b>	912-478-2040
<b><u>E-Mails:</u></b>	ssmallwood@georgiasouthern.edu
<b><u>Office Hours:</u></b>	Wednesdays 10:00am-12:00 noon; Thursdays 10:00am-1:00pm
<b><u>Class Meets:</u></b>	Tuesdays and Thursdays, Information Technology Bldg., Room 3214

**-- Course schedules can be found at:**

<http://students.georgiasouthern.edu/registrar/classSchedule.htm>

**Prerequisites:** Undergraduate course in research methods or permission of instructor.

**Catalog Description:** Introduces students to research methods in health science. Development and presentation of practicum and research proposal will be the focus of the course. Additional emphasis will be placed on Community- Based Participatory Research for Health.

**Required Texts:** Kumar, R. (2014). Research Methodology: A step-by-step guide for beginners (4th ed.). Thousand Oaks, CA, Sage.( ISBN:978-1446269978) (RK)

Morgan, Leech, & Gloeckner. (2012). IBM SPSS for Introductory Statistics: Use and Interpretation, 5<sup>th</sup> Edition. Routledge Publishers. (ISBN 978-1848729827) (IBM).

Publication Manual of the American Psychological Association (2010). APA Manual. (6<sup>th</sup> Edition). APA Publications: Washington, DC. ISBN-10: 1-4338-0561-8

Reference lists, websites, links to reports, and PDF copies posted on Folio.

**Social and Behavioral Sciences Core Competencies**

1. Synthesize theories, concepts and models from social and behavioral science disciplines that are used in public health practice and research.
2. Assess philosophical foundations and assumptions of research applied to community health problems.
3. Analyze social and behavioral determinants of health equity at all ecological levels (individual through policy).
4. Demonstrate the use of a variety of health communication methods and techniques including social marketing, media advocacy, and GIS software for data communication.
5. Demonstrate legislative advocacy skills that influence health policy.
6. Demonstrate how to plan and implement Community-Based Participatory Research (CBPR) principles and approaches when working on collaborative projects.
7. Compare qualitative, quantitative, and mixed methods and their use in community health intervention, evaluation, and research.
8. Describe the benefits and challenges of a mixed methods approach.
9. Utilize qualitative, quantitative, and mixed methods to address community health problems.
10. Apply Community- Based Participatory Research (CBPR) approaches when working with diverse communities.
11. Explain ethical principles critical to community- based research and practice.
12. Assess the impact of power and privilege on health inequity at local, national, and global levels.
13. Assess current and future community-level needs for keeping the public healthy.
14. Analyze evidence-based social and behavioral interventions to address community health issues.
15. Develop collaborative and transdisciplinary relationships to respond to public health problems.
16. Describe skills needed to function successfully as a community and organizational change agent.
17. Develop logic model and mission, goal, and objective (outcome) driven program development and program evaluation plans.
18. Promote the public health and health education professions individually and collectively.

**Course Objectives:**

***Specific Course Purpose:*** This course is designed to provide an orientation to research in public health education and to enhance capacity to design, participate in and critique research. Emphasis is on understanding the complexities of the research process and on developing and interpreting research projects with particular concern for the implication of design, methods, and procedures. Additional emphasis will be placed on creating an understanding of the development and assessment of research across the research paradigms. Students are expected to demonstrate research skills by developing a research proposal and presenting the proposal in a scholarly manner.

***Specific Course Learning Objectives***

At the completion of this course the student will be able to:

1. Identify appropriate areas and issues of concern for research that will improve public health practice (2,6)
2. Develop skills to participate in transdisciplinary research (1,7,8)
3. Develop skills to assess the usefulness of research across the ecological view of public health education (9,10)
4. Describe the relationship of published scientific literature to future research (1,2)
5. Apply the appropriate strategies for developing a research problem including literature reviews and methodological assessment (1,7,9)
6. Identify and describe the major paradigms of research that impact public health education (7,9)
7. Construct appropriate hypotheses and research questions for developing evidence –based public health education (1,7)
8. Identify and apply various research designs and methods that are appropriate to help solve public health education problems (1,2)
9. Identify the importance of and develop a plan for conducting quantitative, qualitative, and mixed method strategies (9)
10. Describe relevant validity and reliability issues that impact data measurement and select appropriate instruments or measurement techniques for research projects (7)
11. Describe the issues that impact the trustworthiness of qualitative research (9)
12. Select appropriate observation and analysis techniques for public health education research projects, including those involving communities (7,9,10)
13. Demonstrate ability to draw conclusions from and communicate findings of public health research (11)
14. Understand the limitations and delimitations of research design for providing evidence-based strategies (10,11)
15. Describe appropriate approaches for critiquing the usefulness of public health education research (10)
16. Demonstrate knowledge of ethical issues, including informed consent and data maintenance, of concern to research in general and qualitative and quantitative research in particular (11)
17. Demonstrate research skills to support evaluation research of community initiatives (7,8,9,11)

**Overview of the Content to be Covered During the Semester:**

WEEK	DATE	TOPIC	READINGS	ASSIGNMENTS
M1	Jan 9	Class: Introduction to Research Process	RK Chap 1-2	
	Jan 11	<b>Lab: Variables, Research Problems &amp; Qs</b>	<b>IBM Chap 1</b>	
M2	Jan 16	Ethics and Protection of Human Subjects	Selected Readings	Thurs 1/18: IRB Training Due
	Jan 18	<b>Lab: Data Coding, Entry and Checking</b>	<b>IBM Chap 2</b>	
M3	Jan 23	Formulating a Research Problem (Quiz 1)	RK Chap 3-4	Thurs 1/25: Lit Review Outline Due
	Jan 25	Formulating a Research Problem (Quiz 2)	RK Chap 5-6	
M4	Jan 30	Cultural Competence in Research	Selected Readings	
	Feb. 1	<b>Lab: Measurement and Descriptive Statistics &amp; Understanding Data and Checking Assumptions</b>	<b>IBM Chap. 3- 4</b>	
M5	Feb 6	Conceptualizing a Research Design (Quiz 3)	RK Chap 7-8	
	Feb 8	<b>Lab: Data File Management &amp; Writing about Descriptive Statistics</b>	<b>IBM Chap. 5</b>	
M6	Feb 13	Constructing an Instrument for Data Collection (Quiz 4)	RK Chap 9-11	Fri 2/16: Lit Review Assignment Due online in Folio
	Feb 15	<b>Lab: Selecting and Interpreting Inferential Statistics</b>	<b>IBM Chap. 6</b>	
M7	Feb 20	Selecting a Sample (Quiz 5)	RK Chap 12	
	Feb 22	Practice in Critiquing Research & Applying Research to Practice	Selected Readings	
M8	Feb 27	Mid-Term Exam (in-Class): RK Chapters 1-12		Mid-term Exams
	Mar 1	<b>Mid-term Lab Exam: IBM Chapters 1-6</b>		
M9	Mar 6	Practice in Critiquing Research & Applying Research to Practice, cont'd.	Selected Readings	Fri 3/9: Article Critique Due
	Mar 8	<b>Lab: Methods to Provide Reliability &amp; Validity Cross Tabulation, Chi-Square</b>	<b>IBM Chap. 7, BM Chap 8</b>	
	<b>Mar 12-16</b>	<i>Spring Break – no class</i>		
M10	Mar 20	Writing a Research Proposal, (Quiz 6)	RK Chap 13	
	Mar 22	<b>Lab: Correlation and Regression</b>	<b>IBM Chap 9</b>	
M11	Mar 27	[Individual Work: Work on Research Proposal]		Fri 3/30: Draft Proposal Due
	Mar 29	[Individual Work: Work on Research Proposal]		
M12	Apr 3	Collecting Data (Quiz 7)	RK Chap 14	
	Apr 5	<b>Lab: Comparing Two Groups with t Tests</b>	<b>IBM Chap 10</b>	
M13	Apr 10	Processing and Displaying Data (Quiz 8)	RK Chap 15-16	Thurs. 4/12: Final Proposal Due
	Apr 12	[Work on Research Proposal]		
M14	Apr 17	Writing a Research Report (Quiz 9)	RK Chap 17	
	Apr 19	<b>Lab: Analysis of Variance</b>	<b>IBM Chap 11</b>	
M15	Apr 24	Presentations		Presenters
	Apr 26	Presentations		
M16	May 3	Final Exam In Class (3:00pm-5:00pm): RK Chap13-17; IBM 7-11		Final Exam

**Instructional Methods:** Class meetings will be a combination of lecture, class discussion, and in-class activities. Written homework assignments, examinations, and oral presentations constitute the basis of student evaluation.

**Exam Schedule and  
Final Examination:**

Midterm Examination: Tuesday & Thurs Feb. 27 & Mar 1, 3:30-4:45pm  
Final Examination Period: May 3, 3:00-5:00pm

**Grading:**

Weighting of assignments for purposes of grading will be as follows:

**Content Knowledge: Exams/Quizzes**

Midterm	75 pts
Final Exam	75 pts
Quizzes	42 pts

**Research Project & Proposal**

Literature Review Outline	15 pts
Literature Review	50 pts
Draft Proposal	25 pts
Final Proposal	75 pts
Presentation	35 pts

**Critical Analysis of Research**

Article Critique	50 pts
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**Statistical Laboratory Skills**

9 Lab Days, 12 points each	108 pts
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Total Possible Points	550 points (100%)
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**Grading Scale:**

495 to 550 points	(90%)	A
440 to 494 points	(80%)	B
385 to 439 points	(70%)	C
330 to 384 points	(60%)	D

A cumulative total of 329 points or less will be considered as failing.

For calculation of your final grade, all grades above will be included.

There are times when extraordinary circumstances occur (e.g., serious illness, death in the family, etc.). In such circumstances, please consult with the instructor.

**NO EXTRA CREDIT PROJECTS WILL BE ASSIGNED!**

**Descriptions of Requirements:**

(Course objectives assessed by each requirement in bold)

**Assignments****A. Content Knowledge:**

**Mid-term exam:** This will be a comprehensive exam of all material covered to date and will include true/false, multiple choice, short answer, and essays questions covering both materials taught in classes as well as labs. Students should be familiar not only with concepts learned, but should also be able to **apply** these concepts to hypothetical research contexts. 75 points. **1,2,3,6,9,10,14,17.**

**Final exam:** This will be a comprehensive exam of all material covered to date and will include true/false, multiple choice, short answer, and essays questions covering both materials taught in classes as well as labs. Students should be familiar not only with concepts learned, but should also be able to **apply** these concepts to hypothetical research contexts. 75 points **1,2,3,6,9,10,14,17.**

**Quizzes:** 9 quizzes will be given over the course of the semester, the lowest two quiz grades will be dropped. These quizzes will be on the readings that were assigned for that day. In order to successfully complete these quizzes, you must have read the material prior to taking them. Quizzes will be offered during the first 5 minutes of class on the date assigned. No make-up quizzes will be given, barring death or major hospitalization. 42 points. **1,2,3,6,9,10,14,17.**

**B. Research Project and Proposal:**

**Literature Review Outline:** An outline will be the map you follow as you navigate thru your literature review. A sample outline will be provided. Follow the sample to build the course to follow.

**Literature Review:** This is a two-stage process of organizing references systematically that support your knowledge of content or subject or research and your understanding of the methods you will use. Your literature review should include empirical studies that tell you what research questions have received convincing answers through empirical tests (i.e., what is the current state of knowledge about your subject matter of interest). You should cast a broad net in your initial literature review in order to increase your chances of finding ideas or findings that are important to your research. In the second phase you will organize your lit review into tables to abstract the most salient information to your research topic. You will provide a written product as well as discuss the assignment in class. For the written product, the first part will consist of background, objective, research question, types of studies, types of participants, databases used, date/year ranges, search strategy (key words used in search including Boolean searches), data to be extracted from articles, quality assessment of articles, inclusion/exclusion criteria (e.g., excluding reviews and commentaries). The second part of the review will be the results in the form of tables, and a written synthesis of your findings, drawing from the readings and other

materials for assistance with organizing this information. The literature review must have at least 30 - 50 peer-reviewed articles. **4,5,7,11**

**Draft Research Proposal:** Write the first three chapters of a research proposal (must use quantitative methods along with proposed timeline and appendices):

***Please use the Proposal format presented at end of the syllabus***

Major focus of evaluation for the requirement will be on the content of the following three sections:

Section I Introduction (1,3,5,7,16)

Section II Review of Literature (4,5,7)

Section III Methods (2,3,5,7,8,9,10,11,12,16)

**Final Research Proposal:**

**Research Proposal Presentation:** Completed Research Proposal - Completion of project including (Introduction, Review of Literature, Methods), ethical issues and perceived value to public health education (13,14,15,16). This will be a 8 to10 minute PowerPoint presentation with 2 minutes for questions, maximum of 10 slides with content (excludes title/subtitle slides/references). The purpose of both this presentation and the research proposal is to help you prepare for your future Capstone presentation and research paper.

**Assignment Formatting:** Students are expected to follow APA guidelines when preparing **all** written assignments (including discussion posts) for this class. Failure to do so will result in grade reductions. If you do not possess the official APA style guide, please purchase or borrow it for this class.

### **C. Critical Analysis of Research:**

**Article Critique:** Students will be given the choice of three preselected articles. Using the article you selected, complete the Article Critique Form posted on Folio. Please note that *not all questions in Part 1 of the form will have relevance to every article*. If a question does not have relevance to the article you selected, please provide a brief 1-2 sentence justification as to why that question is not relevant to your study. All questions in Part 2 must be completed. 50 points.

### **D. Statistical Laboratory Skills:**

**Laboratory Skills:** There are 9 laboratory days in which the student will be assigned a set of skills to master. Each skill set is worth 12 points. Upon completion of the assigned tasks, students may leave but may stay no later than 4:45pm. These skills sets correspond to the assigned chapter of the day. It is critical to read the chapter prior to coming to class. You may practice the skills listed in the chapter prior to class. The skill sets in this portion of the class will give you mastery in the area of SPSS (quantitative data analysis). 108 points.



### **Important Notice**

While the provisions of this syllabus are as accurate and complete as possible, Dr. Smallwood reserves the right to change any provision herein without actual notice if circumstances so warrant. Effort will be made to keep you advised of such changes and information about such changes will be available from Dr. Smallwood. It is your responsibility to know what changes, if any, have been made to the provisions of this syllabus and to successfully complete the requirements of this course.

### **Course Policies:**

1. There will be no make up exams given. Exams are the property of the professor, any exams removed from the classroom by students will result in the score of a “0” be assigned for that exam, and an “F” for the entire course. All exams are multiple choice, true/false, fill-in-the-blank, matching and essays.
2. No make up tests are given except for **an university excused absence with full documentation**. **You have 24 hours** after a test is taken by the class to contact me via email to schedule your make-up exam or a 0 will be assigned to the test. Tests must be taken within 3 days of the regularly scheduled exam. Make-up exams will have a different format from original exams – they will be primarily made up of essays, computations, and fill-in-the-blank, as well as other type questions.
3. Late work assignments are not accepted, please submit all assignments via Folio or in-class, as instructed in the syllabus. I will **ONLY** accept assignments submitted **in .doc or .docx formats**. Any other type of submissions will not be opened and receive automatic “0” points. I do not accept assignments submitted via email or via email as attachments. Any assignment submitted via email will receive “0” points.
4. **All assignments** must be typed.
5. Please consult the STUDENT CONDUCT CODE 2017-18 for course policy concerning issues related to academic dishonesty. Anyone caught violating any of these regulations will be immediately reported to GSU’s Judicial Board, be assigned a “0” for the assignment, and an “F” for the course. This will be discussed in further in depth at the end of this syllabus.
6. Last day to withdraw from class without academic penalty is Monday, Mar. 5<sup>th</sup>. Students who stop attending class without officially withdrawing from the class will receive a final grade of “F”.
7. By enrolling in this course, it is understood that students have read the syllabus, understand the rules and policies as stated, and will abide by them.

8. We will begin promptly at 3:30pm. Quizzes will be taken within the first ten minutes of class. Late arrivals will not be allowed. Once in the class, please plan to remain in the class. Students who go in and out of the classroom are disruptive. If you have a medical reason that you might need the restroom, please let me know and sit in the row nearest the door. If you have an emergency, let me know.
9. This syllabus, my lectures, and all materials distributed and presented by me during this course are protected by copyright law. You are authorized to take notes in this class but that authorization extends only to making one set of notes for your personal use and no other use. You are not authorized to sell, license, commercially publish, distribute, transmit, display, or record notes from this class unless you have my written consent to do so.
10. If you are receiving services from the Student Disability Resource Center (SDRC) please come and see me, as soon as possible, to schedule an appointment to present me with an accommodation letter and let me know anyway that I can help in your success.
11. This course is on Folio. You are responsible for downloading notes BEFORE you come into class. Please regularly check Folio for any messages that I might have for you.
12. If you need to contact me, please use [ssmallwood@georgiasouthern.edu](mailto:ssmallwood@georgiasouthern.edu). Please give me 48 hours to respond to emails, not including weekends. If I have not responded in 48 hours, please resend the email.
13. Cell phone policy: OFF and OFF. Cell phones are expected to be OFF (or on silent) and OFF your person (in your purse or bookbag) at all times during all classes. In case of an emergency, please notify me prior to class.
14. Open Door/ Closed Door Office Policy: **My door is always open, unless it is closed.** Most of the time, when I am in my office, my door is open. Please feel free to come in and visit any time when the door is open. When my office door is closed, it means that I am not there or I am working on something and can't be disturbed. Please respect this and don't knock unless it is a dire emergency.

#### **My Commitment to You:**

As a student in my class, you are important to me. I am committed to your continued learning and college experience. You are never an interruption of my work. You are the purpose of it. Students are the most important people at Georgia Southern University. I am honored that you entrust your education to me. Please feel free to visit my office, call, or e-mail me at any time.

**90% of success is showing up**

(Woody Allen, 2007)

***E-mail and Folio***

E-mail is an official means of communication from the University. It is your responsibility to check your Georgia Southern e-mail addresses regularly and to open and read e-mails your professors and the University send.

Email and other media communication: Please use appropriate professional title, grammar, structure, punctuation, tone, etc. To write a professional email, please include the following:

- ☐ a salutation,
- ☐ identify who you are,
- ☐ what the contact is in reference to (i.e. COHE 6130), and
- ☐ what you would like me to do.

At the bottom of the email, please type out your name

If you need to contact me, please use the [ssmallwood@georgiasouthern.edu](mailto:ssmallwood@georgiasouthern.edu) email address. University Policy on faculty and staff email response time is 48 hours – which does not include weekends. I will usually respond to you sooner than that! I usually do not read emails after 5:00pm. If you have a questions or an issue and I am not available – go to **Halltalk Discussion** in this course in Folio and post the question to another student, they can help you!

Some assignments are posted to Folio. I expect you to seek help for any issues you may have with Folio through the Center for Academic Technology Support (912-478-2287). Except in cases where I can verify systematic problems with Folio, I will not accept technical problems as an excuse for late work. It is my recommendation is to use Firefox or Chrome for work in Folio, although most other updated browsers will work. Students struggle with my absolutely “no late” assignment policy and assignments not being accepted via email or attachments on emails. All assignments are open the first day of class and you always may turn them in early. I would suggest that you set a goal of not going to bed the night before an assignment is due until you have submitted something. You can always wake up the next morning and clean it up and resubmit by 5:00pm. Something is better than nothing. Your goal should be no “goose eggs” this semester!

***Creating a Positive Environment for Learning:*****Civility Statement for COHE 6130:**

Your individual success is my priority. I feel my job is to shape you both intellectually and professionally. Because this class needs to be participatory and students need to fulfill their potential for learning, people who disrupt this classroom environment by their words or actions disrupt this process. Talking out of turn, rude, sarcastic, obscene, or disrespectful speech and disruptive behavior have a negative impact on everyone's learning. When a person disrupts the class in these ways, the course instructor will ask the disruptive person to leave the class and meet with the student one-on-one prior to the next classroom meeting. *(Adapted from Department of Communication Arts, Language and Literature, WSC, Gunnison, CO)*

**Georgia Southern Student Handbook (p.5.)** defines “6) “Classroom Disruption” as “any classroom behavior that interferes with the instructor’s ability to conduct class or the ability of other students to learn”. Respect requires that when one person is talking, others remains quiet and listen. Cross-talking is disruptive. In this class, there will be times when I will need to talk

while everyone listens or remains quiet, you will get opportunities to share and we will remain quiet and listening, and we will group share. Let's see how we can help each other with this. Disruptive behavior will be reported to the Dean of Students.

### ***Academic Integrity***

It is important for your future to understand that instructors at Georgia Southern treat cases of academic dishonesty seriously; these include plagiarism, self-plagiarism, and cheating on tests, quizzes and assignments. Violations of the Honor Code will be reported to the Dean of Students Office. Please know that these violations can be made by any person and can be made anonymously. Please understand that we will treat cases of academic dishonesty seriously. If you ever have questions about what is permissible, ask me in advance.

Be aware of the Georgia Southern Honor Code and Honor Pledge:

*"I will be academically honest in all of my course work and will not tolerate the academic dishonesty of others."*

The Georgia Southern University Honor Code was proposed and jointly adopted by the Student Government Association and the Faculty Senate in 1998 to enhance the University's academic integrity standards.

*"On my honor, I will be academically honest in all of my course work and will not tolerate the academic dishonesty of others. I also pledge to engage in ethical behavior on-campus and off-campus, to live an honorable lifestyle, and to create a campus environment that is characterized by individual responsibility, civility, and integrity."*

(Georgia Southern University Campus Honor Pledge, an expansion of the Honor Code, approved by the Student Government Association in Spring 2014).

**What is ACADEMIC DISHONESTY ? (As defined by the Georgia Southern Student Handbook):**

Cheating-	collaborating with others on assignments without the faculty's consent
Cheating-	cooperating with and/or helping another student to cheat
Cheating-	demonstrating any other forms of dishonest behavior
Cheating-	fabricating information, research, and/or results
Cheating-	obtaining and/or using unauthorized materials
Cheating-	submitting material that is not yours as part of your course performance
Cheating-	using information or devices that are not allowed by the faculty
Cheating-	violating procedures prescribed to protect the integrity of an assignment, test, or other Classroom Copyright Infringement
Plagiarism-	directly quoting the words of others without using quotation marks or indented format
Plagiarism-	paraphrasing materials or ideas without identifying the source
Plagiarism-	purchase and/or use of unauthorized material
Plagiarism-	using sources of information (published or unpublished) without identifying them

**New to the Student Conduct Code:**

Student Code of Conduct specifically prohibits "**self-plagiarism**" defined as "resubmitting work previously submitted without explicit approval from the instructor."

***Originality Checker***

All assignments that I post to Folio are graded with "originality checker". This checker is a software device in Folio that tells me what percentile of your work is copied from others – it could be a paper you have turned in for a different class, verbatim that you copied off of internet sources without proper citation or words that you have copied (or "collaborated" with) from another student within the university system. Please make sure that everything you submit is your original thoughts, ideas and expressions. ANY paper that has 55% or more listed by the originality checker – gets an automatic "0" points, I will not grade it, and you will be reported to Georgia Southern University's Judicial Board.

**Academic Misconduct**

*As members of the campus community, students are encouraged to actively support academic honesty and integrity in both the classroom and on-line.*

Academic misconduct will be dealt with according to Georgia Southern University policy. Students are encouraged to read and be familiar with such policies. These policies can be found in the *GSU Student Code of Conduct Policies and Procedures, 2016-2017*.

***Policies and Procedures:***

- *Georgia Southern University is an Equal Opportunity and Affirmative Action institution committed to providing reasonable accommodations for any person with a disability who meets the definition of disabled as described in the Americans with Disabilities Act. Students requiring academic accommodation should contact the Director of the Student Disability Resource Center for assistance at (912) 478-1566 or TDD: 478-0666*

*Special Needs:* If you have a special need (a physical or learning disability) that requires special assistance, please let me know as soon as possible, and in no case later than the second week of classes. I'll work with the SDRC (Student Disability Resource Center) to meet your needs.

**Academic Handbook:** Students are expected to abide by the Academic Handbook, located at <http://students.georgiasouthern.edu/sta/guide/>. Your failure to comply with any part of this Handbook may be a violation and thus, you may receive an F in the course and/or be referred for disciplinary action.

**University Calendar  
for the Semester:**

The University Calendar is located with the semester schedule on the University's Web page, and can be found at the following address:  
<http://students.georgiasouthern.edu/registrar/calendar.htm>

**Attendance Policy:**

Federal regulations require attendance be verified prior to distribution of financial aid allotments. Attendance will be recorded after this initial period and will count toward your final grade.

**One Final Note:**

The contents of this syllabus are as complete and accurate as possible. The instructor reserves the right to make any changes necessary to the syllabus and course material. The instructor will make every effort to inform students of changes as they occur. It is the responsibility of the student to know what changes have been made in order to successfully complete the requirements of the course. Samples of your work may be reproduced for search purposes and/or inclusion in the professor's teaching portfolio. You have the right to review anything selected for use, and subsequently ask for its removal.

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## **Research Proposal (Prospectus) Format (Abbreviated Version)\***

### **Title Page (Cover Page)**

Title of Proposal – All caps, centered in page

Name – First, MI, Last

Proposal Statement – A Research Proposal Submitted to the Faculty of the Jiann-Ping Hsu  
College of Public Health in Partial Fulfillment of the Requirements for the Degree Master of  
Public Health with an Emphasis in Community Health

College – Jiann-Ping Hsu College of Public Health

University – Georgia Southern University

City, State – Statesboro, Georgia

Date – April 12, 2018

### **Table of Contents (Topics and Page Numbers)**

#### **Introduction: (What/Why)**

Succinct Introduction to the problem or issue(s) including an ecological assessment

Succinct Introduction to what you are doing - methodologically

Brief summary of the major literature from which you made your decision - most pertinent to  
problem

Statement of Research Problem – hypothesis and sub-problems

Rationale/Significance – why might this project have an impact?

Delimitations

Limitations

Assumptions

Definition of Terms

#### **Literature Review: (can be who, what, where, when and why of previous work)**

Sections determined by the problem - ongoing process

Synthesize the literature – do not report on each article separately

*Be sure to consider the issues from an ecological perspective*

#### **Methods: (Who, Where, When, How)**

Restate the problem/question in methods terms

Describe the mixed method research design/plan (descriptive, qualitative, quasi-experimental)

Methods of data collection (observations to be made)

Instruments - reliability and validity

Process of data collection

Subjects/Participants and Sampling

Process for Analysis of Data – How does this process give you the ability to answer any research  
questions you described?

#### **Proposed Timeline: (Proposed Tasks and Timeline for Completion)**

Table format to include Tasks or Action Steps and Date on which to be completed

#### **References (Sources – Content and Methods) APA-style**

\*subject to change